

**ON THE JOB TRAINING RECORD  
CONTINUATION SHEET**

On \_\_\_\_\_, an **8-Month Evaluation** was conducted on \_\_\_\_\_.

The EA Flight Chief CJQS 8R000-002 dated 01 Oct 02 was used as a guide and the flight chief was evaluated as follows:

**INSTRUCTIONS:** Identify any tasks not closed out at the 4-month evaluation below. The following items must be evaluated. These tasks are time phased for completion at the 8-month point. Any task identified by an \* rated UNSATISFACTORY will result in the entire evaluation being rated UNSATISFACTORY. Validate the flight chief CAN PERFORM each task through OBSERVATION.

**RATINGS:**

**S** = Satisfactory level indicates trainee can do all parts of the task, needs only spot check to complete work, and meets local demands for speed and accuracy while meeting production requirements.

**U** = Unsatisfactory level means the trainee is unable to do simple parts and needs to be shown how to do most of the task.

**TASKS CARRIED OVER FROM 4-MONTH EVALUATION (If any)**

RATING:

\_\_\_\_\_ Task #: \_\_\_\_\_

\_\_\_\_\_ Task #: \_\_\_\_\_

\_\_\_\_\_ Task #: \_\_\_\_\_

RATING:

\_\_\_\_\_ Task #: \_\_\_\_\_

\_\_\_\_\_ Task #: \_\_\_\_\_

\_\_\_\_\_ Task #: \_\_\_\_\_

RATING:

\_\_\_\_\_ Task #: \_\_\_\_\_

\_\_\_\_\_ Task #: \_\_\_\_\_

\_\_\_\_\_ Task #: \_\_\_\_\_

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**2. FLIGHT MANAGEMENT; 2.1. Expectations, 2.2. Flow Trend**

\* ( ) 2.1.1. Demonstrates how to set expectations based upon each individual recruiter's production needs.

\* ( ) 2.1.3. Demonstrates how to gather data via automated products, or via the use of AETC Form 1484.

\* ( ) 2.1.4. Demonstrates how to periodically validate data to ensure the expectations are valid and will drive-production

\* ( ) 2.2.1. Demonstrates how to evaluate data on a weekly/monthly/quarterly basis.

\* ( ) 2.2.2. Demonstrates how to identify areas of concern and provide written feedback on a weekly basis.

\* ( ) 2.2.3. Demonstrates how to identify areas of concern and provide written feedback quarterly (As a minimum, for recruiters in training or NATB recruiters).

**3. TRAINING**

\* ( ) 3.5. Demonstrates how to document, implement, follow-up, and close a training plan on an AF Form 623a as a result of an unsatisfactory training evaluation.

( ) 3.6. Understands and can explain when production evaluations are required.

( ) 3.7. Demonstrates how to accomplish a production evaluation and take corrective actions.

( ) 3.8. Demonstrates how to review AF Form 623 for accuracy and can explain the intervals for Squadron Training (RCS/RST) review of training records.

( ) 3.10. Ensures all training requirements are met within prescribed limits (i.e. include 5 day initial recruiter training, shadow training, RST, Marketing, MEPS, administrative, and mini-jet/Raptor SUV).

( ) 3.11. Can demonstrate to recruiters how to plan and conduct an effective zone awareness program.

( ) 3.12. Can demonstrate to recruiters how to plan and execute a COI event.

**7. LEAD AND PIR REVIEW**

\* ( ) 7.1. Demonstrates how to use AFRISS to review and manage recruiter's activity (leads, PIRs, DEP, school/media program).

\* ( ) 7.2. Demonstrates how to review working and DEP PIRs for completion, accuracy, and professional selling skills language.

\* ( ) 7.3. Demonstrates how to ensure a processing window is established for each applicant.

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**8 – Month Evaluation Continued**

- \* ( ) 7.4. Demonstrates how to provide production-oriented feedback/guidance on PIRs.
- ( ) 7.5. Demonstrates how to validate leads (local, perpetuated, and COI) are loaded into AFRISS for refinement.
- \* ( ) 7.6. Demonstrates how to review and validate leads to ensure refinement is IAW AETCI 36-2002 or flight policies.
- \* ( ) 7.7. Demonstrates how to provide specific, production driven guidance on leads.
- ( ) 7.8. Demonstrates how to close leads in AFRISS.
- ( ) 7.9. Demonstrates how to re-route leads in AFRISS.

**8. SCHOOL PROGRAMS**

- ( ) 8.1. Can demonstrate to recruiters how to prioritize each school and establish a monthly visitation schedule based on assigned priority.
- ( ) 8.2. Can demonstrate to recruiters how to establish an annual school plan.
- ( ) 8.3. Demonstrates how to evaluate recruiters school program and provide production-oriented remarks.
- ( ) 8.4. Demonstrates how to periodically evaluate and validate recruiters ASVAB/school list refinement using AFRISS, and make recommendations for continued refinement.
- ( ) 8.5. Can demonstrate to recruiters how to establish a recruiter generated mail (RGM) plan.
- \* ( ) 8.6. Can demonstrate to recruiters how to conduct a student oriented high school and college visit.
- \* ( ) 8.7. Can demonstrate to recruiters how to conduct an effective classroom presentation.
- \* ( ) 8.8. Demonstrates how to obtain lists and gain access to high schools, junior colleges or universities.
- \* ( ) 8.9. Can demonstrate how to participate in career day/job fairs.

**9. TELEPHONE PROSPECTING**

- ( ) 9.1. Can demonstrate to recruiters how to establish a plan for telephone prospecting at times that are the most effective.
- ( ) 9.2. Can demonstrate to recruiters how to use every available source to secure phone numbers.
- ( ) 9.3. Demonstrates how to periodically validate refinement by calling leads.

**10. PLANNING GUIDE**

- ( ) 10.1. Can demonstrate to recruiters how to establish a daily, weekly, monthly, quarterly, and yearly plan.
- ( ) 10.2. Demonstrates how to cross-reference and audit all follow-ups and/or activities to the planning guide from the source.

**11. OFFICE VISITS**

- \* ( ) 11.1. Demonstrates how to evaluate the recruiter's activities and provide recommendations, or suspense activities to be accomplished.
- ( ) 11.2. Demonstrates how to follow-up on suspenses/recommendations at either the established date or next office visit.
- \* ( ) 11.3. Demonstrates ability to effectively utilize Professional Sales Coaching (PSC) skills to increase sales call performance.

**12. ACCOUNTABILITY**

- \* ( ) 12.1. Demonstrates how to hold recruiters accountable for meeting expectations and standards.
- \* ( ) 12.2. Understands how to institute corrective measures when expectations are not being met (i.e. hours, increased calls, training, etc.).
- \* ( ) 12.3. Understands how to use administrative tools (LOD, LOA, LOC, LOR, etc.).

**13. TRACKING**

- \* ( ) 13.5. Demonstrates ability to conduct DEP review and EAD validation.
- \* ( ) 13.6. Demonstrates ability to evaluate cancellations.
- \* ( ) 13.7. Demonstrates ability to evaluate and process waivers.
- \* ( ) 13.8. Demonstrates ability to resolve overdue suspenses.
- \* ( ) 13.9. Demonstrates how to obtain lists and gain access to high schools, junior colleges or universities.

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**8 – Month Evaluation Continued**

**14. FLIGHT ADMINISTRATION**

- ☐ 14.2. Understands procedures for AETC Form 1321 and AETC Form 1374 relief actions.
- ☐ 14.3. Maintain vehicles assigned to the flight and provide input for management on the Real Estate program.
- ☐ 14.4. Monitors recruiters use of out-of-pocket expense vouchers.
- ☐ 14.5. Understands how to order promotional items and request marketing support (Bands, Air shows, etc.).
- ☐ 14.6. Demonstrates how to manage an effective flight civilian awards program.
- ☐ 14.7. Explain facts and principles associated with the Recruiter Assistance Program.

**15. PROFESSIONAL SALES COACHING**

- ☐ 15.1. Understands and can explain the goal of coaching (to change behavior).
- ☐ 15.2. Understands and can explain the two main tasks of coaching (Part 1, Diagnosis and Part 2, Action Planning).
- ☐ 15.3. Understands and can demonstrate the steps of Diagnosis. (Set the stage, Explore the situation, confirm buy-in)
- ☐ 15.4. Understands and can demonstrate the steps of Action planning. (Set the stage, Explore the plan, Confirm buy-in)
- ☐ 15.5. Understands and can demonstrate the steps of getting unstuck. (Position the discussion, Ask speculative or comparative probes)
- ☐ 15.6. Understand and can explain other ideas of getting unstuck. (Take a break, take a walk, reschedule the conversation)
- ☐ 15.7. Understands and can explain the three things needed to be an effective coach. (Knowledge, communication skills, and planning)
- ☐ 15.8. Understands and can explain the four values a coach needs to create a developmental climate. (Committed to help salespeople succeed, stay involved, use authority and control wisely, view of salespeople is visionary)
- ☐ 15.9. Understands and can explain challenges of coaching. (Diversity, Time, and Control)
- ☐ 15.10. Understands and can explain the three areas of sales call competence. (product knowledge, selling skills and sales process, and customer knowledge)
- ☐ 15.11. Understands and can explain the purpose of the two different types of sales calls. (Coaching calls and joint calls)
- ☐ 15.12. Understands and can explain the three different types of coaching calls. (Observed, Support, and Modeling)
- ☐ 15.13. Understands and can explain the three guidelines for observing sales calls. (Focus your observation, Look for specifics and Take simple notes)
- ☐ 15.14. Understands and can demonstrate using the Sales Performance Tool Kit (SPTK) to increase recruiter's sales call performance.

**16. COACHING DEVELOPMENTAL PLAN**

- ☐ 16.1. Demonstrates how to prepare your own developmental coaching plan. (diagnosis and action plan)
- ☐ 16.2. Demonstrates the use of the developmental coaching issues diagram to determine a recruiter's proficiency of product knowledge, selling skills and sales process, and customer knowledge.
- ☐ 16.3. Demonstrates how to complete a developmental action plan with a recruiter (diagnosis and action plan).

**OVERALL RATING: SATISFACTORY / UNSATISFACTORY** (circle one). If Unsatisfactory, you must develop a training plan by task and subtasks requiring training. Strengths and weaknesses must be identified in

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LAST NAME - FIRST NAME - MIDDLE INITIAL

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relationship to tasks and subtasks. For example: Good at closing sales, establishing rapport, etc., as opposed to great attitude, nice person.

**8 – Month Evaluation Continued**

**I RECOMMEND / DO NOT RECOMMEND** (circle one) this flight chief for certification at this time.

**STRENGTHS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WEAKNESSES:** (All Unsatisfactory tasks must be identified) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PLAN TO CORRECT TRAINING DEFICIENCIES:** (Must be task and subtask related, Ex: Task 2(a)(1), etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If this evaluation is rated **SATISFACTORY** and the flight chief is non-ATB, justify your rating:  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator Rank/Name/Signature	(Date)	Flight Chief Rank/Name/Signature	(Date)
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**Note: File this evaluation in Tab 2 of AF Fm 623, OJT Record and forward to squadron RST immediately.**

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**8 – Month Evaluation Continued**

**RST COMMENTS:** \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

SQ RST Rank/Name/Signature	Date
<b>CCU REVIEW/COMMETNS:</b> _____	
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CCU Rank/Name/Signature	Date
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☐ Train Track updated \_\_\_\_\_

***ON THE JOB TRAINING RECORD  
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(Date)

(Initials)

OPR: HQ AFRS/RSOT—23 JAN 2003

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